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Lesson # 4

Display	Notes
<p>Goals and objectives for tonight. “The Technology of Distance Learning #1.” Distance learning has a rich history in the United States and there are few places that exemplify that more than our state of Utah. Distance learning started around the early 1900’s at Utah State University with the advent of correspondence classes by mail. Part of the mission of the Land-Grant institutions (The used to call it the AC -- Agricultural College) was to assist in the educational endeavors of the rural citizens of Utah. Our geography becomes the first stumbling block in getting information, people, and materials from one place to another. Indeed, it was in 1908 that the folks in the Uintah Basin found it easier to build their first bank by having bricks made in Denver, shipped by the Postal Service (Train then wagon). Today, the bank in Vernal boasts that it is the first and only bank built by the US Postal Service.</p> <p>Distance learnings true beginnings started in 1983 with the Garfield Project in So. Central Utah and then the Telelearning Project in Roosevelt and the “Janet Potter English Class” out of Richfield in 1985. The Utah State Office of Education began a series of several pilot projects throughout Utah to see what kinds of technology could be employed to “bridge the geography of Utah and bring students together.”</p> <p>Videoconferencing was found to be the most useful as well as “user friendly” to teachers and students. In 1987, EDNET was created (though under another name then--SETOC: State Educational Telecommunications Operations Center) and teleclasses between school and broadcast (KUED) classes were delivered until 1993. Legislative appropriations and federal NTIA funds helped Utah design and build a comprehensive telecommunication structure that exists even to today. Though the operation and maintenance is significantly different than eleven years ago, the intent and delivery is still the same. Classes from any number of institutions (public and/or higher education) are delivered to thousands of students at over 600 various sites throughout Utah. The mix of technologies, teaching styles, access and equity have combined to place Utah at the forefront of education technology leadership throughout the world.</p> <p>New technologies are being integrated into EDNET to achieve cheaper, faster and more responsive systems that are used by all. Rural, as well as metropolitan and urban students today can literally take any type of class they wish and stay close to home while doing it. Former Governor Michael Leavitt’s vision of moving data instead of people-moving information instead of building new schools has truly come to fruition today. Our class, being delivered over EDNET is one example of how distance learning has “Bridged Geography to Bring Us Together!”</p> <p>Lesson #4. The Technology of Distance Learning--Part 1</p> <p>Goals and Objectives for tonight’s lesson:</p> <ol style="list-style-type: none"> 1. Identify the characteristics of the Distance Learning Student (secondary and post-secondary) 2. Describe the roles that a Distance Learning teacher has in the DL classroom. 3. Describe key points to successful teaching in on Interactive Television. 4. Students will be able to set instructional objectives to achieve learner participation, using a variety of different media. 5. Students will be able to identify “Transparent Technology” as a term, and technique for DL teachers. 	

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Lesson #4 Reading and Activities-- Technology of Distance Learning

Thought for class: "Education is what begins when school ends." So said Mark Twain

Powerpoint: Characteristics of DL Students 10 slides

Discussion at Elmo: Characteristics of DL Students

Textbook Reading: Teaching by Television, Ostendorf. Pp 51-58 (this may be a pdf doc)

Powerpoint: 10 Keys to Successful Interactive Television 11 slides

Handout: 10 Keys to Successful Interactive Television

Interesting Resource: On Powerpointlessness! See <http://fno.org/sept00/powerpoints.html>

Video: SUU Distance Learning--Prof. Matt Nickerson--Integrating Technology--5 minutes

Video: SUU Distance Learning--Prof. Matt Nickerson--Interaction With Students--10 minutes

Student Activity: PDF Constructing Word Pictures. Be sure to print this activity before coming to class tonight. Students work in a group of 3 or less. 5 minutes to prepare-- 2 Minute presentation from each group.

PDF Reading: Integrating Technology Laurie Dias. 5 pages

Good Resource: DL's Top Ten (4 pages...just for fun reading)

PDF Resource: Oh No! Not Audience Participation!

Assignment Due: Distance Learning Issue Paper/Presentation Paper or Presentation 10 Points

Quiz 2 on 2/13--2-17/2006 WebCt Integrating Technology into Distance Learning and Bloom's Taxonomy

PDF Reading: Bruce Barker Paper (Faculty Training for Two-way Distance Learning). Dr. Bruce Barker, So. Utah University. 2 pages.

PDF Reading: Bruce Barker Paper 2(The Pathway to Great TV Teaching) Dr. Bruce Barker, So. Utah University. 1 page.

PDF Resource: The Psychology of Influence, Scott W. Lee, Ph.D. 4 pages

Good Resource: Chapter 20--Communicating at a Distance (Text: Teaching at a Distance with Merging Technologies, Cyrs pp 227-260)

Threaded Discussion "Topic of the Week" What does transparent technology imply for the DL Teacher?



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<p>Follow-up and Discussion from Last Week.</p> <p>Assignments:</p> <p>Threaded Discussions</p> <p>Readings: See Detailed Syllabus or the previous page.</p> <p>Video to Start Class: Professor Matt Nickerson of Southern Utah University--Utah's Mr. EDNET!</p> <p>"Seamless and Transparent Technology in a Classroom Lesson." 6 minutes.</p> <p>Discussion</p>	<p>Our topic this week is about the Technology of Distance Learning. Using the "Tools of the Trade" and integrating that technology into seamless and transparent teaching requires considerable attention to detail. We will see some examples of good teleteaching, and hopefully, your instructor can model several other techniques as well...Watch for them and critique.</p> <p>Professor Nickerson's video of this Humanities 1010 class (presented as a Concurrent Enrollment class to local high schools) shows how technology is used to a high degree in the class... but you don't really notice it! Watch and see if you can spot the various uses of technology that are used in this video and especially the second one later on this evening.</p> <p>Be sure to print off the PDF's for class tonight, especially the "Ten Key Points" paper...1 page. and the Constructing Word Pictures paper.</p>
<p>Powerpoint: Characteristics of Distance Learning Students</p> <p>Thought for the week: "Education is what begins when school ends."</p> <p>So said Mark Twain</p>	<p>Several years ago, a graduate student at USU helped George in developing the distance learning endorsement program. As part of that he prepared a review of the literature called: "Skills for the DL Teacher." Alan Young--Unpublished paper.</p>

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<p style="text-align: center;">Teaching by Television</p> <p style="text-align: center;">How is DL Teaching like Teaching in a Fishbowl?</p> <div style="text-align: right;">  </div>	<p>Teaching over television is not the timid or those who are skeptical of trying something new in their classroom. I have likened DL teaching to teaching in a fishbowl.</p> <p>So: How is DL Teaching like Teaching in a Fishbowl?</p>
<p style="text-align: center;">Characteristics of the typical distance learning student?</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. <p style="text-align: center;">Let's stop here for a few minutes and discuss this topic. Get in your groups again and come up with characteristics of the typical distance learning student...High School!</p>	<p>It may be easy for you to describe yourself as a typical distance learning student....but; how about our high school students who are taking distance learning classes over Polycom or EDNET? Are they different than the typical high school student that you'd expect to find in our classroom. Use the space below to write down your observations and discussions with your group. Be prepared to share a comment or two when we are ready to move on..</p> <ol style="list-style-type: none"> 1.
<p style="text-align: center;">“The primary role of the student is to learn”.</p>	<ol style="list-style-type: none"> 2. 3. 4. 5.

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<p>What does it take to teach successfully using DL technology?</p>	<p>Last week we had some opportunities to create materials to display on the ELMO or overhead document camera.</p> <p>There are some terms you should be familiar with. If you don't know what these refer to, please ask and we'll take a minute to review them. These topics would be excellent "feed stock" for our next quiz!</p> <p>KISS</p>
<p>5</p> <p>1. How does DL differ from commercial television and the traditional classroom?</p>	<p>4 x 3</p> <p>6 L/P--6 W/L</p> <p>36 Pt</p> <p>San Serif</p>
<p>6</p> <p>2. Teacher must become familiar and experienced using the technology of DL.</p> <p>Let's stop here and watch our second video...Dr. Nickerson and his gameshow at SUU!</p>	 <p>This second video of Dr. Nickerson's has been most popular. "Name that play!" Southern Utah's only gameshow.</p>
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<h3>3. Course Design Considerations.</h3> <p>Teacher Centered or Student Centered?</p> <p>8</p>	<p>Is distance learning simply a glorified and extended traditional classroom? Definitely not. A traditional delivery that is repeated verbatim in front of a camera is doomed to fail. Distance learning requires three things not always found in traditional classroom teaching: Learner-centered design, learner-centered delivery, and direct learner participation.</p> <p>Instructor-centered designs results from the common practice of planning only what the instructor will do.</p>
<h3>4. Training and Practice.</h3> <p>Effective distance learning requires transparent technology.</p> <p>9</p>	<p>Transparent Technology....an unusual term. What do you think it refers to?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<h3>5. Facilitation Skills</h3> <p>10</p>	

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<p>Distance learning can succeed only when the remote learner is the center of everything.</p> <p>11</p>	<p>Every lesson Plan for a distance learning class should include specific and measurable involvement objectives to assure optimum levels of learner participation. We must design everything learners will do to the same extent that we now plan the duties of the instructor.</p> <p>Research....What do you think the latest research is on the preparation time that DL teachers have to spend in preparing for their classes? What is the ratio of planning time to presentation time. 1:1? 5:1? 25:1? 50:1?</p>
<p>Successful distance learning requires that the teacher do less and the learner do more!</p> <p>12</p>	<p>Do you think learner participation or interaction in the DL classroom just happens automatically?</p>
<p>Every lesson plan should include specific and measurable involvement objects to assure optimum levels of learner participation.</p> <p>13</p>	<p>The Learner-Centered Classroom is not a new concept, but seems to be gaining in acceptance and popularity, especially with the push for standardized test, school accountability, NCLB and the rest. The pedagogy called: "Constructivism" is an exciting style of teaching, where the teacher moves from the "Sage on the Stage" to the "Guide on the Side." This might be a topic of interest for one of your papers.</p>



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<p data-bbox="240 346 711 478">Two Types of Videoconferencing Studio Instructional Classroom</p> <p data-bbox="548 619 857 655">Go to Document Canera</p> <p data-bbox="142 697 207 751">14</p>	<p data-bbox="990 304 1448 415">How do you think teaching in a TV studio is different than teaching in a videoconferencing classroom?</p>
<p data-bbox="354 928 841 1012">Good preparation is reflected in a well-delivered class.</p> <p data-bbox="142 1255 207 1310">15</p>	
<p data-bbox="240 1507 808 1543">Understand the Learner's Environment.</p> <p data-bbox="142 1780 207 1835">16</p>	

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<p>Facilitation by the instructor is the key to good distance learning.</p>	
<p>17</p> <p>If we haven't already, let's take a break!</p> 	<p>During your break and for a few extra minutes we will work on the Constructing Word Pictures Activity. It is simple and fun. There are four simple sentences, working in a small group, or by yourself, use markers (and paper) to create a simple word picture. Be prepared to share your pictures with the rest of the class as best as possible.</p> <p>The PDF document: "Constructing Word Pictures" - 1 page is on our web-site.</p>
<p>18</p> <p>Student Activity--Preparing Word Pictures. Several minutes to prepare and present. PDF document.</p> 	

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<p>Powerpoint--10 Key Points for Successful Teaching</p> <p>Ten Key Points for Successful Teaching on Interactive Television</p> <p>1</p>	<p>There is a short PDF called 10 Points for Successful Teaching.</p> <p>The purpose of this is not to see if you know the answers...but you should anyway! The purpose is to model a fairly successful technique of involving students in a distance learning class.</p> <p>Come back to this page after the lesson is over and write down a few comments as to how this technique was used and its effectiveness. George used this technique some years ago in teaching Native American students Physics in a distance learning situation. Classroom motivation was difficult and students needed something concrete each day to focus their attention on lesson materials. When it was completed they knew they got it right!</p> <p>Comments:</p>
<p>Plan, plan, and plan some more. Use a _____ plan. You will feel good about your efforts.</p> <p>2</p>	<p>Be sure to have the Handout: Ten Key Points A pdf—1 page. You will need it for this presentation!</p>
<p>2. Remember that learning takes place _____ as well as at the origination site.</p> <p>3</p>	

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<p>3. Visualize it. Think _____ for a _____medium. Show students what you are saying.</p> <p>4</p>	<p>If; for some reason you haven't received the pdf "Ten Key Points" just use the ISG material written here on the left side of the paper.</p> <p>Is there any value of students writing down what we are saying and what they are seeing?</p>
<p>4. Involve your students _____ _____ Students don't care unless they share.</p> <p>5</p>	
<p>5. Help your students with their note taking. Use _____with your presentation visuals. Never talk more than _____ minutes without an involvement activity.</p> <p>6</p>	

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<p>6. Communicate your learning _____ to your students before the class starts. Don't keep any secrets from them.</p>	
<p>7. Understand how teaching on television and the WWW is different from traditional teaching and make _____</p>	
<p>8. Ask quality questions that reach beyond recall of factual data. Wait _____ seconds for a response.</p>	<p>You may have noticed something about "Wait-Time" in our class. Some of it is caused by the technology, some by the facilitator, and some by the instructor. It all adds up. Does wait-time provide for an increase/decrease of quantity/quality of student responses?</p>
<p>9</p>	

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<p>9. Believe that it takes _____ to help you to teach effectively on television and the WWW. Nobody is smarter than all of us.</p>	
<p>10</p> <p>10. Believe in yourself and your worth as a teacher. Build an image of your positive self-esteem. Help your students build _____ with lots of _____</p> <p>END OF POWERPOINT--END OF LESSON</p>	
<p>11</p> <p>PDF: Integrating Technology--Laurie Dias. Excellent article about technology in the classroom. I will have a question or two on our quiz from that reading.</p> <p>2 PDF's: Bruce Barker paper--Faculty Training for Two-way Distance Learning. Dr. Barker is Dean of Education at SUU in Cedar City. Prior to his appointment, and some years before he worked as a contractor for the Dept. of Education and created the first distance learning assessment for the US. Congress, which became a guideline for most federal and state distance learning projects in our country.</p>	

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	<p>Several years ago, Dr. Barker visited our DL endorsement class and gave a lecture on this topic (your PDF). The second paper: "The Pathway to Great TV Teaching" is a second lecture he did for us.</p> <p>Note: Quiz #2 will be after lesson 5 rather than lesson 4. So you get an extra week. The quiz will be over the content of lesson 4 and 5. Keep in mind that we DO NOT MEET on Feb 13 or Feb 20. But, there will be lesson material in the form of an ISG, only shorter! Please use the "time off" to work on papers and presentations. When you are ready to do your presentation to the class, be sure to notify me well in advance--Days--not hours! Then I can plan our lesson accordingly, and you will have the time you need to do an excellent presentation!</p> <p>Threaded Discussion: The topic this week (Posted Thursday Morning--Feb 7, 2006) will be : "<i>What does transparent technology imply for the distance learning teacher?</i>"</p>